



ALL STUDENTS: pre-departure briefing at study abroad

INSTITUTIONAL CONTACT

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The transitional pack for the IMESS students also includes all the details that are relevant for the one-year students of the DDT program.

All institutional contact should copy to Haris Dajč at haris.dajc@f.bg.ac.rs

ORIENTATION

Last week of September and the first week of October.

ACADEMIC YEAR

The detailed calendar will be provided in the package in May.

Institute	Academic year	Winter semester and winter exams	Summer semester and exams	Dissertation deadline
University of Belgrade, Faculty of Philosophy Serbia	Start: 2nd October 2026 End: 30 September 2026	Winter semester: 1.10-30.12.2026 exams: 13.01-25.01.2027 and 28.01-10.02.2027	Summer semester: 17.02-2027-28.05.2027 exams: 06.-18.06.2027 and 27.06-8.07.2027 Re-sit exams: 25.08-03.09.2027	August 31 st August 2027

REGISTRATION DATE

Second half of September, either third or the last week of the month. The detailed calendar will be sent to students directly. Students that due to any reason can't attend the registration are kindly advised to contact Haris Dajc and Isidora Jaric. For the help with visa students should write to Ms Olga Markovic and put in cc Haris Dajc and Isidora Jaric. Ideally they should write to Ms Olga Markovic during the second half of June, still is not an issue if they write only in 3rd or 4th week of August.



Students select and register for the courses they wish to attend in the first week of classes in the winter semester. Students formally register for courses by submitting hard copy of the 'Course declaration form' (that is available at the faculty) and also opening their student electronic account at the faculty.

The Course declaration form and registration serve as a declaration that the student will attend and complete all selected courses, unless he/she receive the permission to withdraw from the course from the Director of the Centre for cooperation with UCL (http://www.f.bg.ac.rs/instituti/centar_za_saradnju_sa_UCL) within 14 days from the day when classes have started in each semester.

All declared courses must be completed before the degree programme can be finished. All exams must be taken and passed before dissertation deadline.

It is the student's responsibility to ensure that the courses being taken fulfil the minimum requirement (60 ECTS points).

VISA

You should apply for a visa no earlier than **2** months in advance.

Visa and Temporary Residence Card Information

Possession of a valid visa or temporary residence card is the responsibility of the student at the University of Belgrade. The staff at the University of Belgrade will be happy to advise and assist our students with acquiring all of the necessary papers to remain legally in Serbia, but responsibility for obtaining and maintaining legal status remains with the student.

EU Citizens

Citizens of the 28 member states of the European Union do not need a visa to enter Serbia¹. However, officially, you need a passport to enter Serbia with the intention of studying. EU citizens may cross with other forms of identification for stays of less than 90 days.

Once you have arrived, you should register your stay (as it will be more than 90 days) by applying for a one-year temporary residence card for foreign students.

You should apply for a residence visa for one year in the police station (<http://www.mup.gov.rs/domino/dokumenta.nsf/boravakstrancil> and

¹ This also applies to citizens of countries belonging to the European Economic Area (Norway, Iceland, Lichtenstein), as well as citizens of countries which have signed an agreement on free movement of people (Switzerland).



http://www.mup.gov.rs/cms_lat/direkcija.nsf/odeljenje-za-strance.h)

The staff of the Belgrade University will be able to help you when dealing with this office Ms Ljubica Stamenkovic <http://www.bg.ac.rs/sr/saradnja/kontakti.php>.
her mail: stamlj@rect.bg.ac.rs

In order to get temporary residence card you will need to have:

1. a completed **application form** (1 original + 3 photocopies)
2. **medical insurance** (European Health Card or private coverage)
3. proof of **funds** to cover your stay in Poland (a written statement that you have enough funds for your planned stay or a copy of your bank statement)
4. a copy of your **valid travel document** (usually a photocopy of the photograph page of your passport) or another document confirming your identity and citizenship
5. information about your **place of residence** in Serbia which is issued once you're already in Belgrade (If you are staying in the student halls of residence, you only need your residence registration. If you are staying in private housing, you will need a contract too)
6. a **letter from the University of Belgrade and Faculty of Philosophy** confirming student status.

Non-EU citizens

Non-EU citizens must check prior to their arrival if they are required visa. You can find bellow the address of the Serbian embassy in London.

Also please write to MS Olga Markovic regarding the visa issues, so all necessary steps could be arranged as soon as possible.

Getting a student visa before you arrive and other useful information

TEMPORARY STAY VISA AND DISCOUNT CARDS

To obtain all the aforementioned documents and discount cards, make sure you have 4 photos (2 for the police, 1 for the cafeteria card, 1 for the transport card).

For other documents see attached file "Exchange Student Info New".

All additional information regarding the students life and practical questions:

<http://bg.ac.rs/en/students/students.php>

ADDITIONAL USEFUL INFORMATION



*For those of you who will be staying at the **Student Dormitory**:*

Student Dormitory “Rifat Burdzevic”

Street: Milana Rakica 77, Zvezdara, Beograd

See more details at their website: <http://www.sc.rs/sc/index.php?run1=35&run=dom&lang=eng>

Additionally, I am sending you few **a document** that may help you plan and organize your stay in Belgrade (att):

- About Belgrade

Google map of Points of Interest in Belgrade for exchange students. Please scroll through all offered categories and lists:

<https://mapsengine.google.com/map/edit?hl=en&mid=zB-bSI3dyg3Y.kp2stJtXql7M>

In order to get a **student visa**, you must have:

1. a valid **passport** with at least 2 blank pages (for the visa)
2. a completed and signed visa **application form**
3. a health **insurance**
4. a letter of **invitation** addressed to the consulate from the University of Belgrade – Faculty of Philosophy
5. proof of **financial means** to travel to and from Serbia and cover the costs of living there (usually a printout of the bank statement is sufficient)

for any more details either email Ms Ljubica Stamenkovi

also check:

<http://www.mup.gov.rs/wps/portal/sr/gradjani/Informacije%20za%20strance>

The process of getting one year visa is a few steps process: 1. starting everything in the police station in Savska street in Belgrade: 2. getting the temporarily documents and waiting for 30-45 days for a one year visa. 2. the cost is around 160 euro.

It is necessary to start this process no later than 3 days after arrival in Belgrade. This apply to all students EU and Non-EU.

Also the process of obtaining the visa might take up to 45-60 days but once the process is started and once a student is registered at the Faculty there is nothing more they should worry about the visa issue.

for nationalities other than EU please check all the documents requested for visa at the consular office of the Serbian embassy in London

<http://www.london.mfa.gov.rs/>



Please note that individual consulates might have more specific rules about the documentation for the visa (there might be additional requirements, for example to have a certain amount of financial means, or for the insurance to be issued by a certified national company). They might also request additional documentation where it is deemed necessary. For example, they might ask for:

- a document proving that you have completed high school and that you would be eligible to begin university in your home country
- medical coverage – either medical insurance or proof that you have sufficient financial means to cover medical assistance in case of illness or accident.

Getting a temporary residence visa

When entering Serbia the student needs to legalize his or her stay in a regional police office for foreigners' affairs in Belgrade. The office issues temporary and permanent residency permits for both EU and non-EU citizens. Non-EU students without a long-term visa are advised to apply for a temporary residency permit. The students must apply for the residency permit in person, bringing with them the necessary documentation and paying the application fee.

IMPORTANT: The student needs to apply for a residency permit no later than 45 days before the end of their legal stay in Serbia. This means that if a student has a 90-day tourist visa, he or she needs to apply for residency before 45 days have passed from the starting day on the visa.

The residency permit is usually issued for one year (or less, if the student status expires earlier). For instance, if a student applies for residency in December of a given year, he or she will be granted residency only till the end of September of the next year, as this is when their student status ends. If they are on a 2-year programme, their student status is renewed in October and they can apply again for residency till the end of the following academic year.

The University of Belgrade office for the international relations would be able to provide more information, for any more details either email Ms Ljubica Stamenkovic.

Erasmus office also helps students of Erasmus programs but also other international programs.

<http://belupgrade.esnsrbia.rs/>

also check:

<http://www.mup.gov.rs/domino/dokumenta.nsf/boravakstrancil>

Working legally in Serbia

Non-EU citizens may not work legally in Serbia on a student visa during the regular academic year (October to June). If you are still technically a student over the summer (year-long students are considered to be students until the September following their matriculation on 1 October) and you possess a student visa, then you may work without a work permit over the summer for a period not in excess of three months (July to September). Because student status begins in October of each year, the time in which you may work is the summer following your academic year, not the summer before.



Non-EU citizens who have (1) a work visa or a temporary residence card and also have (2) a work permit, may work legally during the academic year. Obtaining a work visa (*radna dozvola*) is a long process that must be sponsored by your potential employer. The University cannot help you get it. You must also have a work permit in addition to your work visa for some jobs.

EU citizens who are seeking employment in Serbia might be given preference over employment-seekers from non-EU countries.

However, if you intend to work for longer than 90 days, you must have a temporary residence card. Some public sector jobs may be reserved for Serbian citizens but otherwise you must be treated equally with Serbian citizens.

We are very happy to offer prospective students different volunteer possibilities in different organizations and institutions (sport, culture, minorities, academia, research centres etc.) Please let the contact person know of your interests and we will be happy to assist you.

Residence registration

Is done after your arrival with cooperation of the University and office for the foreigners in the policy in Belgrade. It can all be done in a matter of few hours.



Students are required to earn 60 ECTS points in order to complete the MA degree, as below:

		Total ECTS points
Lecture/seminar courses from relevant track	Every course is 6 ECTS worth	42 ²
MA thesis	Independent research work ³ (6 ECTS) and Master's thesis (6 ECTS)	12
Internship	Is conducted in the 2nd term and (6 ECTS)	6
Language instruction ⁴	Up to 100 hours (6 ECTS)	Up to 12 for both courses
Total		60

MA DISSERTATION

Deadline: 29th August 2025

For research topics (MA thesis) each student will be working with a supervisor familiar in the topic chosen by a student for their MA thesis. The final decision regarding the MA supervisor and the MA thesis topic will be taken after students decide on their thesis topic and should be final by the late February (for students doing their 2nd year in Belgrade).

THE SCHEME OF AWARD

The Scheme of Award for the two-year IMESS programme provides for:

- 1) an overall IMESS ECTS grade as explained in the table below (A, B, C, D, E, F) and
- 2) four UCL-specific classifications – Fail, Pass, Merit or Distinction.

The classification awarded will be based on the performance in each of the required component elements of assessment in both years of the degree. The **overall classification** will be arrived at by taking the median of the component marks, accounting for the relative credit weighting of each component. The median mark defines the ECTS grade achieved (e.g. a median UCL mark of 57 indicates that an IMESS grade D has been achieved and the UCL degree is classified as pass). The mean mark will also be calculated and considered after the median in the event the IMESS Examination Board has discretion (e.g. in borderline cases or in considering the nomination of students for prizes).

To obtain a Pass, a student must achieve a mark of at least 50 (E) in all component elements of assessment, i.e. successfully complete 120 ECTS. To obtain a UCL Merit, a student must pass all component elements **and** achieve a median mark of 60 (C) or above, including 65 (B) or over in the dissertation. In addition, there must be no marks below 50 (E), no condoned marks, no re-sits, and all marks must be based on first attempts. To obtain a UCL Distinction, a student must pass all component

² If no language is taken, students should take courses worth 42 ECTS.

³ That is part of their thesis research. Students are doing their research with help of their mentors.

⁴ If no language taken in Year 1, compulsory in Year 2.



elements **and** achieve a median mark of 70 (A) or above, including 70 (A) or over in the dissertation. In addition, there must be no marks below 50 (E), no condoned marks⁵, no re-sits and all marks must be based on first attempts. Students who obtain a median mark of 70 (A) or above but do not obtain a 70 (A) or above in the dissertation will receive a UCL Pass (A) or UCL Merit (A) as appropriate.

If students fail any element, they are required to retake the assessment in accordance with approved institutional procedures.

Progression to year 2

In order to progress to the second year of the degree students must normally have passed modules worth 60 ECTS. Students failing modules that do not total more than 12 ECTS may be allowed to progress into Year 2. Students will then be required to re-sit the modules in the following session. Provision may be made for the administering of resit examinations at the relevant partner institution. Students failing more than 12 ECTS by the end of the session will not normally be able to progress into Year 2. In exceptional cases, however, and with the agreement of the year 2 institution, students who have failed more than 12 ECTS but who have failed only by a narrow margin and have otherwise attained a satisfactory median grade (D) overall may be permitted, on the recommendation of the IMESS Progression Board, to progress to Year 2. All failed modules must ultimately be successfully passed in order to complete the IMESS double degree.

Examination arrangements

In both years of the degree, the normal, quality assured examination processes will apply. The examination processes will be those of UCL in the first year and those of the other Consortium University attended in the second year. Each university is responsible for recording the results of assessment, for making the marks available to the relevant partner institution at the appropriate time, and for collating marks for both years of study. For all coursework and examinations, other than the dissertation, each partner will be responsible for appointing markers in accordance with normal (local) institutional QA practice.

The examination of **dissertations** follows standard institutional practices and will incorporate input from a UCL assessor. The final dissertation mark will be agreed between the first marker (or institutional representative where appropriate) and UCL examiner, mediated by the relevant IMESS External Examiner if necessary.

The IMESS Examination Board can recommend outstanding dissertations for consortium or institution specific prizes or awards, if available.

Examination Boards

There will be an IMESS Progression Board in June of each year. The Progression Board will be chaired by the IMESS Programme Director and will collate and review provisional UCL marks, make progression decisions and approve the marks to submit provisionally to each Consortium partner. These marks will then be formally confirmed by the next occurring UCL SSEES Examination Board. In October of each year, the final IMESS Examination Board will review the marks from both years of study. Responsibility for the overall degree classification lies with the IMESS Examination Board, which includes representatives from all the Consortium Universities and two IMESS External Examiners appointed by the IMESS Management Board, on recommendation of the IMESS Programme Committee. The final agreed award will be consistent with the classification scheme summarised in the table below.

⁵ The IMESS Examination Board may decide to condone one failed course worth 12 ECTS or two failed courses of 6 ECTS in order to allow a student to pass the degree as a whole, provided that: (a) the course in question is not a compulsory course and (b) the mark of the overall module is at least 40%.



Assessment criteria

The equivalence scale and criteria for assessment across the consortium is as follows:

	ECTS	UCL	Belgrade	Charles	Corvinus	Helsinki	HSE	Jagiellonian	Tartu
Excellent	A	70+	10	Výborně [1]	5	5 (L, E)	8-10	5.0	91-100 (A)
Very Good	B	65-69	9	Velmi dobře [2]	4	4 (M)	7	4.5	81-90 (B)
Good	C	60-64	8	2.5	3	3 (C)	6	4.0	71-80 (C)
Satisfactory	D	55-59	7	Dobře [3]	2	2 (N)	5	3.5	61-70 (D)
Sufficient	E	50-54	6	3.5	2	1 (B) (A)	4	3.0	51-60 (E)
Fail	F	0-49	5	Neprospěl [4]	1	0	1-3	2.0	0-50 (F)

Excellent: 'Outstanding performance with only minor errors';

Very good: 'Above the average standard but with some errors';

Good: 'Generally sound work but with a number of notable errors';

Satisfactory: 'Fair but with significant shortcomings';

Sufficient: 'Performance meets the minimum criteria';

Fail: 'Some/considerable more work required before the credit can be awarded'.

Note: Condoned passes granted by UCL will translate to 'sufficient' on other transcripts.



STUDY TRACKS

(The list of courses provided below is subject to change. The final list will be provided at the beginning of September).

Study program title: MA History - Society, State, Transition

Type of studies: Academic Studies

Specialist title: Graduated MA Historian -Society, State, Transition

Studies duration: 1 year (2 semesters)

Value expressed in points: 60 ECTS

Study program goal

MA History - Society, State, Transition (SST) are aimed at development of specific knowledge in the area of society, state and transition, capabilities and skills needed for SST master duties and introduction to individual scientific research. Purpose is to empower students to apply acquired knowledge in carrying out duties of a society history master historian within specific educational and cultural institutions, in practical scientific research and both written and oral presentations of research results, in preparing them for publication.

Learning process result

Capacity to master specific knowledge of certain smaller parts of social-humanistic sciences;

- mastering basic knowledge from akin scientific areas in order to become capable of individual scientific research;
- accepting methodology knowledge and skills specific for certain smaller areas within social-humanistic sciences;
- familiarizing with application of acquired scientific and specific methodological knowledge and skills in a practical scientific process;
- qualifying for independent spotting and defining of scientific problems;
- mastering knowledge from methodology domain on how to write different kinds of scientific papers;
- mastering knowledge from methodology domain on how to orally express results of scientific research.

Electable courses are offered in each semester. After each course a number of ECTS is visible (https://www.f.bg.ac.rs/istorija/program_studija.php?SP=532). Compulsory courses are: Balkans in the modern history, .

Language classes (Serbian) are in groups of no more than students, and it's organized 3 times per week. Students that are taking Serbian language will have an extra option of passing an additional exam at the Faculty of Philology (no credits for that) that will grant them certificate for knowledge of Serbian language.

Through consultative meetings with a mentor, a student familiarizes with scientific research methodology and written and oral presentation of scientific research results, i.e. how to apply acquired knowledge in approaching selected topic.



Points value of subjects is expressed according to European Credit Transfer System (ECTS). Each subject at this study level brings 6 ECTS. By mastering contents of all subjects and by passing exams a student gathers 30 ECTS in the first and second semester. Student's effort in the first semester is expressed through study research worth 15 ECTS, while final paper carries 15 ECTS. Independent research work is imagined to serve student's thesis proposal as it consists of the research that the student should use in his/hers final thesis.

Points value of final paper expressed in ECTS: By the program of DDT academic master studies established points value of final paper is 15 ECTS, while student's study research effected in the first semester is valued 15 ECTS. Preconditions for enrolling certain subjects or group of subjects are determined in subject programs.

Choosing subjects from other study programs

With mentor/supervisor approval, a student can choose subjects from other study programs, according to Act on selectable subjects of the faculty, but those courses would be visible in the annex of their of their completed study program transpiration.

The program comprises selectable courses, independent student research and preparation of a MA thesis and the oral defense/exam of the thesis.

In the first semester a student chooses electable courses for both semesters.

Courses offered in both semesters are: Balkans in Modern History, Contemporary Urban Phenomena, Education and Politics, Disintegration of Yugoslavia and post-conflict transition in international context, Economic Development (students will have to pass entrance exam to be accepted on the course, details are in the course syllabus bellow), The Economic History of the World, Otherness in contemporary society, Economics of Transition (students will have to pass entrance exam to be accepted on the course, details are in the course syllabus bellow),, History of the Mediterranean, Mare nostrum – The Aegean Sea and the Eastern Mediterranean as a Crisis Zone in the Twenty-first Century, Cultural Capital and Educational Practices, Methodology with Historiography for Modern History, Serbian as a Foreign Language 1, Serbian as a Foreign Language 2. Each course is worth 6 ECTS. Internship is worth 6 ECTS and must be conducted in second semester.

Independent student research is conducted in the second semester (6 ECTS).

During Master studies a student should acquire a total of 60 ECTS, 30 in each semester.

It is mandatory for students to define their thesis by early Spring (February ideal and March the latest) and to have in their panel minimum 2 lecturers / professors form the Faculty of Philosophy. As additional part of the panel colleagues from the UCL SSEES or other HE Institution. The supervisor of the thesis must be from the Faculty of Philosophy, co-supervisor can be from other Institution.

COURSES SPECIFICATION

books of subject : STUDY PROGRAM OF Master academic studies of history - State, society and transition

COMPULSORY SUBJECTS



	Course name	Semster	ECTS
1	Master thesis	2	6
2	Independent student research	2	6
3	Balkan in Modern History	1	6

SELECTIBLE SUBJECT			
	Course name	Semster	ECTS
4	Contemporary Urban Phenomena	1	6
5	The Economic History of the World	1	6
6	History of the Mediterranean	2	6
7	Disintegration of Yugoslavia and post-conflict transition in international context	2	6
8	Otherness in contemporary society	1	6
9	Cultural Capital and Educational Practices	2	6
10	Economics of Transition ⁶	1	6
11	Economic Development ⁷	2	6
12	Education and Politics	2	6
13	Mare nostrum – The Aegean Sea and the Eastern Mediterranean as a Crisis Zone in the Twenty-first Century	1	6

⁶ For this course students need to pass the entrance exam. The literature is in course description (syllabus)

⁷ For this course students need to pass the entrance exam. The literature is in course description (syllabus)



14	Methodology with Historiography for Modern History	2	6
15	Serbian as a foreign language 1 ⁸	1	6
16	Serbian as a foreign language 2 ⁹	2	6
17	Internship ¹⁰	2	6

All the details about the courses are visible through the website of the faculty <https://www.f.bg.ac.rs/istorija/program/master-ddt/2021>

Please scroll down to get to the English part of the site.

Students also have option to take additional courses from other Faculties within the University of Belgrade. So far, some of the students of previous generations were using that for attending language classes at the Faculty of Philology (Greek, Polish, Albanian etc.)

⁸ The student would be able to take Russian language 1 instead of Serbian; however, it is not yet clear whether it will be accredited in the program for the next year. Despite that, the student can take Russian language and have it as a separate annex to the transcript.

⁹ The student would be able to take Russian language 2 instead of Serbian; however, it is not yet clear whether it will be accredited in the program for the next year. Despite that, the student can take Russian language and have it as a separate annex to the transcript.

¹⁰ Internships are tailored in a manner to fit the student's interests and allow them to take them in NGOs/organisations/institutions of their interest.



Program: MA History - Society, State, Transition
Course title: The Balkans in modern history
Lecturer: prof. dr. Nikola Samardzic, and prof. dr. Haris Dajc
Course status: Compulsory course
Credits: 6
Preconditions: Students must be fluent in English, and able to use Microsoft Office and electronic bases of foreign scientific journals.
Course aims: Familiarizing with specifics of Balkans post-war history and general inability of economies, states and societies in the Balkans to get rid of development principle where strata of traditional heritage, preserved due to lagging in modernization and democratization, and those of totalitarian influences, primarily that of USSR and political religion. Acquiring insight and critical opinion on one specific case of development of economy, state and society in European "Third world". After 1989 in the Balkans were felt tendencies opposite to development of Eastern Europe that, despite occasional stumbling, resolutely turned towards membership in EU and NATO. The most important is to face failure of democratic and market reforms, success of post-communist leaders to mobilize traditional and state-dependent sectors of society to support authoritarian solutions, political marginalization of younger and urban population. Southeast Europe became central issue in European relations of the last decade of 20th century.
Course outcomes: Students will be able to understand and acquire detailed knowledge about the specific importance the modern and contemporary history of the Balkans that will enable them to understand both historical and contemporary processes.
Course content: The subject will follow Balkans history in its entirety, turning towards specific examples. Lecturing consists of 12 topic units, chronologically covering period from post-war to recent history of the Balkans: European "Third World". The Balkans in post-war European history (1945-1989); Origin and character of Balkan communism and Balkan regimes under Soviet influence; European idea and the Balkans in 1950s; 1960s: reform attempts; 1970s: renewal of Soviet and national discourse in Yugoslavia, and return to political violence; Greece, Turkey and "Third Wave"; Eastern European "National communism" and crises in 1980s; Economical development, institutional reforms and social issues in Western Balkans; Yugoslavia: economy, state and society; Post-communist Balkans: nationalism after communism; Balkans in new millennium: transition and European integrations; Balkans in new millennium: unresolved issues.
Literature: <i>Obligatory:</i> Gallagher, Tom (2000), 'Nationalism and democracy in South-East Europe', in Gallagher, T. and Pridham, G. (eds), <i>Experimenting with Democracy: Regime Change in the Balkans</i> , Ali, Tariq (2000), <i>Masters of the Universe: NATO's Balkan Crusade</i> , London: Verso. London: Routledge. Bugajski, Janusz (1994), <i>Ethnic Politics in Eastern Europe</i> , New York: M.E. Sharpe. Caplan <i>Additional:</i> Bellamy, Alex (2002), <i>Kosovo and International Society</i> , Houndsmill: Palgrave. Michael, Drezov, Kyril and Gokay, Bulent (eds), <i>Kosovo: Myths, Conflict & War</i> , London: Frank Cass. Daalder, Ivo and O'Hanlon, Michael (2000), <i>Winning Ugly: NATO's War To Save Kosovo</i> , Washington, DC: Brookings Institute. Clark, Wesley (2001a), <i>Waging Modern War: Bosnia, Kosovo and the Future of Combat</i> , Oxford: Public Affairs Ltd.



Cohen, Lenard J. (2001), *Serpent in the Bosom: The Rise and Fall of Slobodan Milosevic*, Boulder and Oxford: Westview Press.
 Dragovic-Soso, Jasna (2002), *Saviours of the Nation: Serbia's Intellectual Opposition and the Revival of Nationalism*, London: Hurst & Co.
 Dyker, David (2003), 'The Serbian economy', *Central and South-Eastern Europe*, 2003, London and New York: Europa Publications

Number of classes 8		Theory classes: 4		Workshops: 4	
Methods of teaching		lectures, exercises, consultations			
Grade (maximum 100)					
Pre-exam obligations		Points		Exam	
Oral presentation		25		Written	
Seminars		25			



Program: MA History - Society, State, Transition
Course title: Disintegration of Yugoslavia and post-conflict transition in international context
Lecturer: prof. dr. Haris Dajc
Course status: Elective course
Credits: 6
Preconditions: Students must be fluent in English, and able to use Microsoft Office and electronic bases of foreign scientific journals.
Course aims: The main aim of the course is to teach students to get a critical opinion on Yugoslav disintegration, a process still going on. Yugoslav crisis is linked with global events, i.e. Yugoslavia is studied within international context. Yugoslav crisis took place at the very beginning of global era, American unilateralism and completion of first big political phase of European unification. USA, EU and Russia were all interested in course and result of the crisis, and in time became its active participants. The process of post-conflict transition has been lasting over 25 years and is still making one Western Balkans one of the least developed parts of Europe. Former Yugoslav states will be examined from the beginning of the disintegration until the accession of Croatia in the EU.
Course outcomes: After the successful completion of the course student will be able to understand historical processes that led to the disintegration of Yugoslavia. They should be to demonstrate 1. knowledge and understanding of processes that led to the disintegration of Yugoslavia and post-conflict transition of the entire space; 2. knowledge of the Cold war, a greater understanding of its historical and precipitating factors, and its legacy; 3. understanding of the concept of rise of radical nationalism and ethnic conflicts, and understanding of the circumstances under which it can occur, the factors that may precipitate it, and its legacy; 4. a greater awareness of prejudice, discrimination, and racism; 5. Understanding of the processes of long-term historical structures in the context of development of process of disintegration of Yugoslavia and also processes ; 6. an enhanced ability to think critically, and write and speak effectively, about issues related to the processes of disintegration and transition, nationalism, populist political parties, societies of late socialist Yugoslav period and autocratic political leaders. The course will broaden students' knowledge of the European history, identity and contemporary challenges.
Course content: The course will be divided in 12 topics: Historical background for the formation of First and Second Yugoslavia – Timeframe (from early 80s until 2013). Defining main questions of the course; Soviet paradigm and Yugoslav crisis: Yugoslavia until 'Anti-Bureaucratic Revolution' (1987–1989). The session will focus on the first disintegration, 1980s: political arguments and political preparations and the fall of communism; 'Anti-Bureaucratic Revolution' (1987–1989) and the beginning of the conflict; Religious communities and cultures of the late socialism; Serbia and Croatia: real and virtual return to WWII? The first ever multiparty elections in Yugoslavia and its results. The revisionism of history and its abuse in the first conflict in Yugoslavia; Serbia, Croatia and division of Bosnia and Herzegovina; The role of Serbia and Croatia in the war in Bosnia and Herzegovina; Yugoslav controversies: Dayton peace and Kosovo crisis and NATO intervention; The fall of Milošević in 2000 and first transition, This session will focus on the events of 2000 in Serbia and the government of Zoran Djindjic and the divisions within the Serbia society. The Montenegrin independence and developments in other former Yugoslav republics will be followed; Western Balkans transition in 2000s. it will cover the development in former Yugoslav states: independence of Montenegro, Kosovo, Croatian entry in the EU, changes in Serbian politics, Macedonian historical revisionism and political and social crises in Bosnia and Herzegovina. Special attention will be put on relations between Serbia and Croatia; Western Balkans post-conflict transition in international context



The session will examine why the enlargement policy failed after 2013 and what were the external and internal reasons for that. It will also focus on the role of US, US, Russia, China and Turkey.

Literature:

Essential reading materials:

Glenny, Misha. *The Fall of Yugoslavia*, Penguin Books, 1996.

Gallagher, Tom. *The Balkans after the Cold War* from tyranny to tragedy. London, 2005.

Ingrao, Charles and Emmert, Thomas A. ed. *Confronting the Yugoslav Controversies: A Scholars' Initiative* (Second Edition). West Lafayette, IN: Purdue University Press *Confronting the Yugoslav Controversies: A Scholars' Initiative* (Second Edition), 2012. https://docs.lib.purdue.edu/purduepress_ebooks/28/

Ramet, Sabina. Christine M. Hassenstab, Ola Listhaug. *Building Democracy in the Yugoslav Successor States: Accomplishment, Setbacks, Challenges since 1990*. Cambridge University Press, 2017.

Additional readings:

Applebaum Anne. *Iron Curtain: the crushing of Eastern Europe, 1944-1956*. New York: Anchor Books 2013.

Ash, Timothy Garton. *Facts are Subversive. Political Writing from a Decade Without a Name*, (New Haven-London: Yale UP: 2009), pp. 3-25, 'The Strange Toppling of Slobodan Milošević'

Berend, Ivan. *Central and Eastern Europe, 1944-1993*. Cambridge University Press, 1996,

Dragovic – Soso, Jasna. *Rethinking Yugoslavia: Serbian Intellectuals and the 'National Question' in Historical Perspective*. *Contemporary European History*, 13, 2 (2004), pp. 170–184

Glenny, Misha. *The Balkans. Nationalism, War and the Great Powers, 1804-1999*. New York: Viking, 2000

Gordy, Eric. *The Culture of Power in Serbia. The Destruction of Musical alternatives* (chapter 4). The Pennsylvania State University Press, 1997.

Jovic, Dejan. *Disintegration of Yugoslavia: A critical review of explanatory approaches*. *European Journal of Social Theory* (2004) 4(1), 1010-120.

Mazower, Mark. *The Balkans*. Weidenfeld & Nicolson, London, 2005.

Mazower, Mark. *Dark Continent: Europe's Twentieth Century*. New York: Knopf, 1999.

Nikolayenko, Olena. *Origins of the movement's strategy: The case of the Serbian youth movement Otpor*. *International Political Science Review*, Vol. 34, No. 2, 2013. 140-158

Ramet, Sabina. *Serbia, Croatia, and Slovenia at Peace and at War: Selected Writings, 1983—2007*. Berlin & Münster: Lit Verlag, 2008

Stokes, Gale, John Lampe, Dennison Rusinow, Julie Mostov. *Instant History: Understanding the Wars of Yugoslav Succession*. *Slavic Review*, Vol. 55, No. 1, Spring, 1996, 136-160

Serbia, Croatia, and Slovenia at Peace and at War: Selected Writings, 1983—2007. Berlin & Münster: Lit Verlag, 2008

Todorova, Maria. *Imagining the Balkans*, New York, Oxford 1997.

Woodward, Susan L. *Balkan Tragedy. Chaos and Dissolution after the Cold War*. Washington, D.C.: The Brookings Institute, 1995

Yugoslavia: from the Beginning to the End – Exhibition in the Museum of Yugoslavia (pdf available).

Films:

Otac na sluzbenom putu (d. Emir Kusturica, 1985), *Lepa sela lepo gore* (d. Srdjan Dragojevic, 1996), *Rane* (d. Srdjan Dragojevic, 1998), *The Shutka Book of Records* (d. Aleksandar Manic, 2005), *Fine mrtvje devojke* (d. Dalibor Matanic, 2002)

Number of classes 8

Theory classes: 4

Workshops: 4



Methods of teaching lectures, exercises			
Grade (maximum 100)			
Pre-exam obligations	Points	Exam	Points
Oral presentation	25	Written	50
Seminars	25		



Study program: MA History - Society, State, Transition
Course title: Otherness in contemporary society
Instructor/instructors: doc.dr Nataša Jovanović Ajzenhamer
Course status: Elective
ESPB number: 6
Precondition: No preconditions for attending this course.
Course aims: Familiarizing students with construction mechanisms and practices of otherness within various reality aspects in contemporary world. The development of critical thinking in deliberation and understanding of otherness phenomenon within different segments of social reality in everyday life: politics, socio-economic inequalities and cultural discourses and practices. In the scope of the course investigated will be both contemporary processes and phenomena dominating in theoretical and empirical conceptualization of otherness itself, and crucial historical examples that triggered theoretical articulation and conceptualization of this issue.
Course outcomes: Students will receive needed theoretical and methodological knowledge for analyzing various processes and practices that illustrate manifestation variety of otherness phenomenon in the world and in Serbia. Students will be given sense to recognize a research problem, articulate research subject and offer possible modalities of research approach in understanding various aspects of construction mechanism for otherness.
Course content: Within theoretical lessons students will process these topics: religious, national and ethnical otherness in the context of multicultural world, political otherness important for understanding populist mechanisms for turning political opponents into enemies, class otherness in the context of global differentiation and a concept of „new poverty“, gender (multiplied) otherness observed through three different binary oppositions: (a) men – women, (b) heterosexuality – homosexuality, and (c) gender binary – gender non-binarity. Within entirety of topics on gender otherness special attention will be paid to position of trans* persons and their social position within various social realities: wider social context and narrow context of LBGT community. Within entity on religious and ethnical otherness focus will be on contemporary migrant crisis and challenges of otherness approach to migrant population in various Western societies.
Literature Basic literature: Bauman, Z. 1998. <i>Work, consumerism and the new poor</i> . Philadelphia: Open University Press. Müller, J. W. 2016. <i>What is Populism?</i> Philadelphia: University of Pennsylvania Press. Todorov, T. 2010. <i>The Fear of Barbarians</i> . Chicago: University of Chicago Press. Connell R.W. 1987. <i>Gender and Power</i> Stryker S. & Whittle S. (ed.). 2006. <i>The Transgender Studies Reader</i> , Routledge. Additional literature: Berger, P. and S. Huntington eds. 2002. <i>Many Globalizations: Cultural Diversity in Contemporary World</i> . Oxford and New York: Oxford University Press. Bauman, Z. 2016. <i>Strangers at Our Door</i> . Cambridge: Polity Fekete. L. 2009. <i>A Suitable Enemy. Racism, Migration and Islamophobia in Europe</i> . London and New York: Pluto Press.



Huntington, S. 1996. *The Clash of Civilizations and the Remaking of World Order*. New York: New York: Simon & Schuster.

Mudde C. and C. R. Kaltwasser 'Populism and (liberal) democracy: a framework for analysis.' In *Populism in Europe and the Americas: Threat or Corrective for Democracy?* eds. C. Mudde, C. R. Kaltwasser Cambridge: Cambridge University Press, 2010), 1–27.

Neumann, I. B. 1999. *Uses of the Other: "The East" in European Identity Formation*. Minneapolis: University of Minnesota Press.

Said, E. 1978. *Orientalism*. New York: Pantheon Books.

Said, E. 1993. *Culture and Imperialism*. London: Chatto and Windus.

Todorova, M. 2009. *Imadining the Balkans*. New York: Oxford University Press.

Wodak, R. 2015. *The Politics of Fear: What Right-Wing Populist Discourses Mean*. Los Angeles, London, New Delhi, Singapore: SAGE Publication

Number of lessons of active teaching 8		Theoretical lessons: 4	Practical lessons: 4
Teaching methods			
Lecturing, exercises, presentations, preparing seminar papers, workshops, debates.			
Knowledge appraisalment (maximum 100 points)			
Pre-exam duties	points	Final exam	points
activity during lectures	20	written exam	50
practical lessons		oral exam	
colloquium(s)			
seminar(s)	30		
Knowledge appraisalment can be done in different manner. Listed here are just some options (written exam, oral exam, project presentation, seminars, etc. ...)			
* maximum 2 A4 pages			



Program: MA History - Society, State, Transition
Course title: Economics of Transition
Prof. dr Ognjen Radonjić
Course status: Elective course
Credits: 6
Preconditions: Students must be fluent in English, and able to use Microsoft Office and electronic bases of foreign scientific journals. Students should also pass entrance exam (written form). The literature is: N. Gregory Mankiw (2021). Principles of Economics, Ninth Edition, Boston: Cengage Learning, Inc.
Course aims: The goal of this course is to introduce students to complex and often controversial processes of transition as a starting point for analyzing a whole spectrum of economic and political changes in modern societies.
Course outcomes: Expected learning outcomes at the end of the course are the following. The student should be able to: - define key terms and explain fundamental concepts and of economics of transition - discuss and explain central economic and political processes during the transition period - recognize possibilities and limitations of economic transition - explain and discuss contemporary events in light of the never-ending process of economic transition - discuss the limitations of the transition processes - correctly use a vocabulary of economic transition terms orally and in writing.
Course content: The course topics focus on the process of economic transition of former European communist countries from the historical and present-day perspective. We closely follow transitional processes of in-depth institutional changes – its characteristics, determinants, implications for economic performance, different developmental paths and transitional experiences of transitional economies engaged in post-communist transformation and interdependence between economic development and changes in key social and economic institutions.
Compulsory: Lavigne, Marie (1999), The Economics of Transition: From Socialist Economy to Market Economy, 2 nd Edition, London: Palgrave Macmillan. Jens Hölscher (Editor), Horst Tomann (Editor) (2016), Palgrave Dictionary of Emerging Markets and Transition Economics, London: Palgrave Macmillan. Additional: Tomasz Mickiewicz (2010), Economics of Institutional Change: Central and Eastern Europe Revisited (Studies in Economic Transition), 2 nd Edition, London: Palgrave Macmillan. Berend, Ivan (2007), An Economic History of Twentieth-Century Europe. Economic Regimes from Laissez-Faire to Globalization, Cambridge: Cambridge University Press, Chapter 4. Božidar Cerović (2012), Tranzicija: Zamisli i ostvarenja, Centar za izdavačku delatnost, Beograd: Ekonomski fakultet. Miodrag Zec, Ognjen Radonjić (2012), Ekonomski model socijalističke Jugoslavije: saga o autodestrukciji, Sociologija, Vol. LIV, No. 4, str. 695-720.



Number of classes 8	Theory classes: 4		Workshops: 4
Methods of teaching			
Grade (maximum 100)			
Pre-exam obligations	Points	Exam	Points
<i>Colloquium</i>	50	<i>Written exam</i>	50



Program: MA History - Society, State, Transition			
Course title: Cultural Capital and Educational Practices			
Lecturer: prof. dr Isidora Jarić, and Dr Mladen Radulović			
Course status: Elective course			
Credits: 6			
Preconditions: Basic knowledge of SPSS/PASW is recommended.			
Course aims: The aim of this course is to turn attention to the importance of the cultural capital for educational practices of pupils, as one of the factors leading to educational inequality.			
Course outcomes: The aim of this course is to provide students with new “tools” for rethinking the role of education in society. More precisely, students will (1) get insights in existing research regarding the importance of cultural capital for educational practices, (2) become familiar with different approaches to this kind of research (different operationalisations of cultural capital) and (3) become capable for conducting their own research on this subject.			
Course content: Students will learn about Bourdieu’s understanding of cultural capital and some other, more contemporary understandings of this concept. Different approaches to the operationalization of this concept will be analyzed. Finally, students will have opportunity to conduct their own research on the effect of cultural capital on educational practices (using existing datasets: PISA, TIMSS, PIRLS, or creating their own research materials).			
Literature: Bourdieu, P. & Passeron J.C. (1990). <i>Reproduction in Education, Society and Culture</i> . London: Sage. Bourdieu, P., & Passeron, J. (1979). <i>The Inheritors</i> . Chicago and London: The University of Chicago Press. Bourdieu, P. (1986). The forms of capital. In: J. Richardson (ed.), <i>Handbook of Theory and Research for the Sociology of Education</i> (241–258). New York: Greenwood Press. Swartz, D. (2012). <i>Culture and power: The sociology of Pierre Bourdieu</i> . University of Chicago Press. DiMaggio, P. (1982). Cultural Capital and School Success: The Impact of Status Culture Participation on the Grade of U.S. High School Students. <i>American Sociological Review</i> ,47(2) 189-201 Lareau, A. & Weininger, E. B. (2003). Cultural Capital in Educational Research: A Critical Assessment. <i>Theory and Society</i> , 32(5/6), 567-606. Merolla, D. M. &Jackson, O. (2014). Understanding Differences in College Enrollment: Race, Class and Cultural Capital. <i>Race and Social Problems</i> , 6(3), 280-292. Andersen, P. L. & Hansen, M. N. (2012). Class and Cultural Capital — The Case of Class Inequality in Educational Performance. <i>European Sociological Review</i> , 28(5), 607–621 Huang, H., & Liang, G. (2016). Parental cultural capital and student school performance in mathematics and science across nations. <i>The Journal of Educational Research</i> , 109(3), 286-295.			
Number of classes 8		Theory classes: 4	
Workshops: 4			
Methods of teaching (1) Lecture; (2) Discussion; (3) Critical reading of literature, (4) project based learning (6) consultations			
Grade (maximum 100)			
Ore-exam obligations		Points	Exam
			Points



Workshop participation	15	oral	50
Seminar	35		



Program: MA History - Society, State, Transition			
Course title: Mare nostrum – The Aegean Sea and the Eastern Mediterranean as a Crisis Zone in the Twenty-first Century			
Lecturer: prof. dr Vlada Stanković			
Course status: Elective course			
Credits: 6			
Preconditions:			
Course aims: To present and analyze the newly-acquired geopolitical and economic significance of the region of the Aegean Sea and the Eastern Mediterranean in the ongoing disputes between both the states in the re-gion, and the main world’s powers over the exploitation of natural gas it the Aegean and the Eastern Mediterranean, whose political and economic consequences could change the global geopolitical map.			
Course outcomes: To understand and acquire detailed knowledge about the specific importance the Aegean and the East-ern Mediterranean obtained in the twenty-first century and its political consequences for the balance of power in the region and between the USA, the EU and Russia			
Course content: The region of the Aegean Sea and the Eastern Mediterranean represents one of the major contemporary crisis zones in the world. The interests of the states in the region (Greece, Cyprus, Turkey, Israel, Leba-non, Egypt), but also of the US, the European Union – and their major fossil-fuel corporations, and Rus-sia, come to a head regarding the rights to exploitation of the vast underwater reserves of natural gas, found in this region. The economic strengthening of Turkey and the increasingly confrontational foreign policies of its leader in the last two decades, Recep Tayyip Erdogan, resulted in the high tensions be-tween Turkey and Greece, nominally NATO allies, and especially between Turkey and the still divided Republic of Cyprus. The rising importance of the Aegean and the Eastern Mediterranean in the global geopolitics is evident in the heightened military, diplomatic and economic presence of the United States in the region, and the attempts of the European Union to exploit the newly founded reserves of natural gas for energy independence from Russia, and its strong, energy-based influence in the region and Eu-rope as a whole. The course Mare nostrum – The Aegean Sea and the Eastern Mediterranean as a Crisis Zone in the Twenty-first Century will focus on the geopolitical developments in the region, particularly in Turkey, Cyprus and Greece, with an overview of the protagonists, their actions and intentions and the detailed analysis of concrete examples of the phases of the ongoing disputes which have emphasized the underlying and long-term rivalries or the simmering tensions.			
Literature: G. Kazamias, A.K. Petrides, E. Koumas (eds.), Introduction to the History of Cyprus, Nicosia 2012. T. Abbas, Contemporary Turkey in Conflict. Ethnicity, Islam and Politics, Edinburgh, 2016			
Number of classes 8		Theory classes: 4	
		Workshops: 4	
Methods of teaching Interactive lectures			
Grade (maximum 100)			
Pre-exam obligations		Points	Exam
<i>seminar</i>		40	<i>Oral exam</i>
			60



Program: MA History - Society, State, Transition			
Course title: Methodology with Historiography for Modern History			
Lecturer: prof. dr Nikola Samardzic, and prof. dr Haris Dajc			
Course status: Elective course			
Credits: 6			
Preconditions: Students must be fluent in English, and able to use Microsoft Office and electronic bases of foreign scientific journals.			
Course aims: Improving theoretical and methodological knowledge necessary for scientific research work in the field of scientific historiography.			
Course outcomes: Students should be able to understand theoretical concepts and specific processes related to the interaction of education and politics in historical as well as contemporary contexts. Students will gain important insight into the basic concepts, typology and main settings of classical and new, educational studies and their relationship to politics.			
Course content: Theoretical classes: Introduction to methodology, General methodology (subject and methods), Methodology of history, Sources of methodological knowledge, Research methods, Scientific research (types and strategies), Case study methods, Final theses (master's and doctoral), Composition of scientific work), publication of papers. School of the Annals. Practical classes: Visit to one of the historical archives and online databases.			
Literature: Obligatory: Андреј Митровић,Пропитивање Клио, Београд, 1996. Радован Самарцић, Писци српске историје, књ. 2, Београд, 1981. Робин Џ. Колингвуд, Идеја историје, Београд, 2003. / R.G. Collingwood, The Idea of History, White Press 2008. Additional: Ричард Џ. Еванс, У одбрану историје, Београд, 2007. Милорад Екмечић, Размишљања о методологији савремен историје, Историјски часопис 42-43 (1995-1996), 331-371. Радован Самарцић, Писци српске историје, књ. 2, Београд, 1981. David Abulafia, Mediterranean History As Global History, History and Theory 50/2 (May 2011), 220-822.			
Number of classes 8		Theory classes: 4	
Workshops: 4			
Methods of teaching lectures, exercises, consultations			
Grade (maximum 100)			
Pre-exam obligations	Points	Exam	Points
Oral presentation	25	Written	50
Seminars	25		



Студијски програм : MA History - Society, State, Transition
Course title: Education and Politics
Lecturers: prof. dr Isidora Jaric, and Dr Mladen Radulović
Course status: Elective course
Credits: 6 ECTS
Preconditions: None
Course Aims: - Understanding the political dimension of education and its consequences in everyday reality. - Emphasizing various historical examples (case studies) of interaction between education and politics in local (Serbian), regional (former Yugoslav/Western Balkans') and global context. - Acquiring basic knowledge concerning theory and method in the study of education and politics, including their interactions and intertwining. - Assessing various forms of the politics of identity from the perspective of educational curricula within which particular generations or communities were educated. - Explaining the concept, typology and major tenets of both classical and new, studies of education and its relation to politics; illuminating their legal status and investigating social narratives that justify perpetuation of social inequalities through educational system. - Understanding the role of education in peacebuilding, especially in post-conflict societies of Western Balkans.
Course Outcomes: Obtaining basic knowledge concerning theory and method in the study and research of education and politics. Developing sensitivity for social inequalities and their impact on education outcomes and achievements in both local and global contexts. Understanding educational transformations and their interactions with the political, legal, cultural, economic and other social sub-systems. <i>Learning outcome:</i> Students should be able to understand theoretical concepts and concrete processes related to an interaction between education and politics in the historical, as well as contemporary contexts. <i>Knowledge:</i> During the course, students will gain important insights into the basic concepts, typology and major tenets of both classical and new, studies of education and its relation to politics. <i>Skills:</i> Developing sensitivity for social inequalities and their impact on education outcomes and achievements in both local and global contexts. Understanding and recognizing various forms of educational special/particular needs and challenges that member of vulnerable groups facing with in concrete educational settings. As in other courses included in this program, the students will develop abilities to work on various sorts of projects and express their ideas in class discussions. <i>General competence:</i> After completing this course, the students will be able to plan their further learning, studies and careers in the domain of education and politics, including their interactions with other systems (culture, ideology, economy, law, etc.). This is especially important for their prospective careers in the field of politics, human rights, diplomacy and international relations.
Course Content: The aim of this course is not to provide a comprehensive historical overview of the relationship between education and politics, as two social subsystems within the wider social system, but to turn attention to: (a) analysis of the most important theoretical and methodological paradigms through which sociologists consider the interactions of these two social subsystems within the classical sociological theory and contemporary sociological trends; (b) examining some of the most significant theoretical topics and problems that are present in contemporary sociology of education (such as issues of overt and hidden curricula, educational reforms, educational policy etc) when trying to theoretically and practically contextualize this relationship; and (c) understanding their theoretical and methodological influence on other sociological sub-disciplines and, other social sciences.



Literature:

Apple M. W. (1990): *Ideology and Curriculum*, New York: Routledge.

Bourdieu P. i Passeron J.C.(1977): *Reproduction in Education, Society and Culture*, London & Beverly Hills: Sage Publications.

Giroux H. A.(2007): *University in Chains: Confronting the Military-Industrial-Academic Complex*, Boulder and London:Paradigm Publishers.

Jarić Isidora (2019): „University and its Role in the Process of European Integrations: the Dystopian Fairy Tale of Serbian University”, *Politeja*, Vol 16 No 6 (63,) pp. 81-93.

Sadovnik A. R. and Coughlan R. W. (2016): *Sociology of Education: A Critical Reader*, New York: Routledge

For further readings please contact the professor!

Number of clases per week: 8

Lectures: 4

Workshops: 4

Teaching methods:

Lectures, workshops, presentations, seminars, debates.

Grading (max 100 points)

Pre-exam obligations	points	Final exam	points
Oral presentation	10	Written exam	50
Seminars	40	Oral exam	

Evaluation

(a) Class participation is mandatory (up to 3 absences will be tolerated)

(b) Oral assignment: 10 points (minimum 5 pts.)

(c) Two written assignments: 20 points each, 40 points total (minimum 20 pts.)

(d) Final exam: 50 points (minimum 26 pts.)

$\Sigma = 100$ points

A student cannot access the examination (d) if in the course during the semester do not obtain minimum 25 points from the pre-exam activities (a), (b) and (c).

By summing up the scores of the pre-exam activity and the final written exam, a student receives a final evaluation: 51-60 points = 6, 61-70 points= 7, 71-80 points = 8, 81-90 points = 9, 91-100 points = 10.

*максимална дужна 2 странице А4 формата



Program: MA History - Society, State, Transition
Course title: History of the Mediterranean
Lecturer: Prof. dr Haris Dajc
Course status: Elective course
Credits: 6
Preconditions: Students must be fluent in English, and able to use Microsoft Office and electronic bases of foreign scientific journals.
Course aims: Acquisition of knowledge from the history of the Mediterranean from the beginning of the 16th to the 20th century, understanding of social, cultural, political, economic processes and Shiite influence on the Mediterranean through different epochs from the 16th century to the modern age. Ability to independently conduct research on published and unpublished material.
Course outcomes: Development of rational and critical thinking and deepening of knowledge about the Mediterranean.
Course content: Theoretical classes The course follows the social, cultural, political, economic processes that took place in the Mediterranean. Within the course, students will go through primary and secondary materials, including travelogues, biographies, visual material, which will help them understand not only the mentioned processes but also to create an image of the Mediterranean from different corners of the basin. The course will be organized thematically, not chronologically, so that the following topics will be covered: city, family, trade, customs, everyday life, space and other topics. Topics will be observed in different geographical environments, but also with the help of other humanities and social sciences. The Eastern Mediterranean will be the central part of the course with the Balkan and Middle Eastern hinterland. Practical teaching The seminars follow the content of the basic general course. Every year, the teaching is adjusted to the abilities and the interests of the candidates. Teaching also includes work on sources.
Literature: Obligatory: F. Brodel, Mediteran i mediteranski svet u doba Filipa II, I-II, Beograd 2001. James D. Tracy, The rise of Merchant Empires. Long distance trade in the Early Modern World 1350-1750, Cambridge University Press 1993. Peregrine Horden and Nicholas Purcell, The Corrupting Sea: A Study of Mediterranean History, Wiley-Blackwell 2000. Additional: David Abulafia, Mediterranean History As Global History, History and Theory 50/2 (May 2011), 220-822. Shaw, Brent D. "Challenging Braudel: A New Vision of the Mediterranean." Journal of Roman Archaeology 14 2001: 19-53. Nikola Samardžić, Karlo V. Beograd, 2005. Benedikt Anderson, Zamišljena zajednica, Beograd Plato, 1998. Nikola Samardžić, Karlo V. Beograd, 2005.



Robin Harris, Povijest Dubrovnika. Zagreb, 2006
 Peregrine Horden and Nicholas Purcell, The Mediterranean and the “New Thalassology”, American History Review 111/3 (2006), 722-740.
 Haris Dajč;, Sumrak starog Mediterana. Jonska ostrva 1774-1815, Beograd 2016.
 Makdisi, Ussama. “Ottoman Orientalism.” American Historical Review 107 (3) 2002:768-796.
 Larry Wolff, Venice and the Slavs: the discovery of Dalmatia in the age of Enlightenment, Stanford: Stanford University Press, 2001, Introduction, 1-24.
 Lorcina and T. Shepard (urednici), French Mediterranean: Transnational and Imperial Histories, Lincoln-London: University of Nebraska Press, 2016, 52-75.
 Marija Kocić, Orijentalizacija materijalne kulture -- osmanski period XV-XIX vek, Beograd 2017.
 Ilham Khuri-Makdisi, The Eastern Mediterranean and the Making of Global Radicalism, 1860-1914, Berkeley: University of California Press, 2010, Introduction & Conclusion, Chapters 1, 2.
 Ze’evi, Dror. 2004. “Back to Napoleon? Thoughts on the Beginning of the Modern Era in the Middle East.” Mediterranean Historical Review 19 (1): 73-94
 Julia Clancy-Smith, Mediterranean: North Africa and Europe in an Age of Migration, c. 1800-1900, Berkeley: University of California Press, 2010, Introduction & Chapter 9.

Number of classes 8		Theory classes: 4		Workshops: 4	
Methods of teaching lectures, exercises					
Grade (maximum 100)					
Pre-exam obligations		Points	Exam		Points
Oral presentation		25	Written		50
Seminars		25			



Program: MA History - Society, State, Transition
Course titel: The Economic History of the World
Lecturer: Prof. dr Nikola Samardzic
Course status: Elective course
Credits: 6
Preconditions: Students must be fluent in English, and able to use the electronic bases of foreign scientific journals.
Course aims: The place of the economy in the historical method, research procedures, work processes, is increasingly present thanks to transition and globalization. History students can gain deeper insights into the continuity of development in economics by learning about key phenomena in the historical process, while also gaining insight into valuable manuals and syntheses of general economic history. Economic history also contributes to the development of critical thinking and argumentation. The analysis of historical research and interpretation will contribute to the development of the ability of economic argumentation, and critical assessment of economic argumentation.
Course outcomes: Getting to know the role and methods of economic history in the modern creation or interpretation of economic policy, or certain economic phenomena and processes. Understanding of economic and political processes in the modern world, which will enable the student to create a quality master's thesis.
Course content: Theoretical classes The course follows the phenomena of economic history, from the emergence of the "world" market and the "world economy", during the sixteenth century, to contemporary phenomena, including the current world economic crisis. The issues of economic growth, trade development, the role of state regulation and protection, the industrial revolution, the development of the American economy, globalization and disturbances on the world market were especially emphasized. Within the course, students will go through primary and secondary material, which will help them understand not only the mentioned processes but also to create an understanding and significance of economic history in modern creation or interpretation of economic policy, or certain economic phenomena and processes. Practical teaching The seminars follow the content of the basic general course. Every year, the teaching is adjusted to the abilities (knowledge of foreign languages) and the interests of the candidates. Teaching also includes work on sources. Within that, students present titles from the given literature, interpret it and prepare presentations and seminar papers that refer to specific historical problems.
Literature: Obligatory: Ferguson, Nil. <i>Uspon novca</i> . Finansijka istorija sveta. Beograd, Plato, 2010. Dejvid Lendis. <i>Bogatstvo i siromaštvo nacija</i> . Stubovi kulture, Beograd, 2004. Danijel Dž. Borstin, <i>Svet otkrića</i> . Geopoetika, 2001; Svet stvaranja, Geopoetika, 2002; Svet traganja, Geopoetika, 2003. Fernan Brodel. <i>Materijalna civilizacija, ekonomija i kapitalizam od XV do XVIII veka</i> , I-III, Beograd, 2007.



Pierre Vilar. *Zlato i novac u povijesti 1450-1920*. Nolit, Beograd, 1990.
 Immanuel Wallerstein, *Suvremeni svjetski sistem*. Centar za kultunu djelatnost, Zagreb, 1986.
 Additional:
 Bernard Bailyn. *Atlantic History*. Concept and Contours. Harvard UP, 2005.
 Fernan Brodel. *Dinamika kapitalizma*. Knjižarnica Zorana Stojanovića, Novi Sad. 1989.
 Max Veber, Protestantska etika i duh kapitalizma.
 J. A. S. Grenville. *A History of the World*. From the 20th to the 21st Century. Routledge, 2005.
 Karl Gunnar Person. *An Economic History of Europe*. Knowledge, Institutions and Growth, 600 to the Present. Cambridge University Press, 2010.
 Jones, Eric. *The European Miracle; Environments, Economies and Geopolitics in the History of Europe and Asia*. New York: Cambridge University Press, 2003
 Philip D. Curtin. *Cross-Cultural Trade in World History*. Cambridge UP, 1984.
 Hedieh Nasheri. *Economic Espionage and Industrial Spying*. Cambridge UP, 2005.
 Pol Kenedi. *Uspon i pad velikih sila*. CID, Podgorica, 2003.
 Bernard Wasserstein. *Barbarism and Civilization*. A History of Europe in Our Time. Oxford UP, 2007.
 Daron Acemoglu and James A. Robinson. *Economic Origins of Dictatorship and Democracy*. Cambridge University Press, 2006.
 Herbert J. Walberg and Joseph L. Bast. *Education and Capitalism: How Overcoming Our Fear of Markets and Economics Can Improve America's Schools*. Hoover Institution Press, Stanford, 2003.

Number of classes 8		Theory classes: 4		Workshops: 4	
Methods of teaching					
Lectures, audio-visual presentations, seminars					
Grade (maximum 100)					
Pre-exam obligations		Points	Exam		Points
activity during the lecture		25	Written exam		50
seminars		25			



Program: MA History - Society, State, Transition
Course title: Economic Development
Lecturer: Prof. dr Ognjen Radonjić
Course status: Elective course
Credits: 6
Preconditions: Students must be fluent in English, and able to use Microsoft Office and electronic bases of foreign scientific journals. Students should also pass entrance exam (written form). The literature is: N. Gregory Mankiw (2021). Principles of Economics, Ninth Edition, Boston: Cengage Learning, Inc.
Course aims: The aim of the course is to: explain the models of economic development applied in practice world-wide; analyze a broad spectre of theoretical models of economic development; introduce the basic indicators of economic development and the fundamental problems world developing countries encounter during developmental process.
Course outcomes: Expected learning outcomes at the end of the course are the following. The student should be able to: - define key terms and explain fundamental concepts and theories of economic development - discuss and explain central developmental processes and analyze and interpret basic indicators of development - recognize possibilities and limitations of developmental policy - explain and discuss contemporary events in light of the tools of developmental analysis - discuss the limitations of economics as a science - correctly use a vocabulary of economic development terms orally and in writing.
Course content: The course topics focus on the current problems of economic development as well as its historical perspective. Different models of economic development that have been applied in practice world-wide are analyzed, as well as a broad spectre of theoretical models that interpret the path of an economy over time and identify the key factors on which qualitatively and quantitatively depends economic development. Last but not least, students will be introduced to the main problems of economic development that developing world countries face, such as: lower levels of living and productivity; lower levels of human capital; higher levels of inequality and absolute poverty; higher population growth rates; greater social fractionalization; larger rural populations but rapid rural-to-urban migration; lower levels of industrialization and manufactured exports and underdeveloped markets.
Compulsory: Michael P. Todaro and Stephen C. Smith (2014), Economic Development, 12 th edition, Boston: Addison-Wesley E. Wayne Nafziger (2012), Economic Development, 5 th edition, Cambridge: Cambridge University Press. William Mitchell, L. Randall Wray, Martin Watts (2019), Macroeconomics, 1 st edition, London: Red Globe Press. Additional: Erik Rejnert (2010), Spontani haos: Ekonomija u doba vukova, Beograd: Čigoja štampa.



Erik Rejnert (2006), Globalna ekonomija. Kako su bogati postali bogati i zašto siromašni postaju siromašniji, Beograd: Čigoja štampa.							
Number of classes 8		Theory classes: 4		Workshops: 4			
Methods of teaching							
Grade (maximum 100)							
Pre-exam obligations		Points		Exam		Points	
Colloquium		50		Written exam		50	



Program: MA History - Society, State, Transition
Course title: Contemporary Urban Phenomena
Lecturer: Prof. dr Aleksandra Stupar
Course status: Elective course
Credits: 6
Preconditions:
Course aims: The goal of this course is focused on contemporary urban phenomena, as well as the basic characteristics and mechanisms of cities representing the outcome of fast changes since the second half of the 20th century. Within this framework, recent trends manifested in urban space, architecture and society are presented. The course provides a comprehensive insight into the relationship between urban structure/architecture and political, social and economic flows defined by the latest technological revolution.
Course outcomes: The course enables students to identify the current condition of contemporary city, its processes and relationships within urban systems; to apply theoretical background and conduct analysis based on integral and critical thinking. The elements of urban development, planning process, urban policies and legislation, as well as social/economic/environmental context are considered.
Course content: <i>Theoretical lecturing</i> It is a combination of ex-cathedra lecturing, case analyses, individual and team work. It is focused on the specificities of contemporary cities - socio-economic context, urban transformations and architectural reflections, recent trends. Urban phenomena are considered on three spatial levels - global, regional and local. The relationship between general principles and ongoing processes is underlined, as well as their local manifestation. The course studies their reflection in built environment, emerging and shifting identity, attractiveness and competitiveness in global arena.
Literature: Stupar, A.: GRAD GLOBALIZACIJE - IZAZOVI, TRANSFORMACIJE, SIMBOLI/CITY OF GLOBALIZATION - CHALLENGES, TRANSFORMATIONS, SYMBOLS, Beograd; AF/OrionArt, 2009. CITIES – ARCHITECTURE AND SOCIETY, vol.I., Venice: Marsilio editori s.p.a., 2006. CITIES – ARCHITECTURE AND SOCIETY, vol.II. /Venice: Marsilio editori s.p.a., 2006. de Waal, M.: THE CITY AS INTERFACE - How new media are changing the city, Rotterdam: nai 010 Publishers, 2014. Graafland, A. and Kavanaugh, L. J.: CROSSOVER. Architecture, Urbanism, Technology, Rotterdam: nai 010 Publishers, 2006. Hubbard, P. CITY, London, NY: Routledge, 2006. Ponzini, D, Nastase, M: STARCHITECTURE: SCENES, ACTORS, AND SPECTACLES IN CONTEMPORARY CITIES, The Monacelli Press, 2016.



Stanek, L, Schmid, C, Moravanszky, A.: URBAN REVOLUTION NOW - Henri Lefebvre in social research and architecture, Ashgate, 2014.
 Yip, Ngai Ming, Martínez López, Miguel A., Sun, Xiaoyi (Eds.): CONTESTED CITIES AND URBAN ACTIVISM, Palgrave Macmillan, 2019.
Knowledge assessment criteria: Regular attendance of lectures, personal presentations, active participation in exposures and discussions. Colloquia – the level of comprehension, seminar paper – topic comprehension, structured presentation of material, independent analytical research.

Number of classes 8	Theory classes: 4		Workshops: 4
Methods of teaching lectures, exercises, consultations, mentor supervision			
Grade (maximum 100)			
Pre-exam obligations	Points	Final exam	Points
Activities during lectures	20	Written exam	60
Colloquium(a)	20		
Total:	40		60



Program: MA History - Society, State, Transition
Course title: Serbian as a Foreign Language 1
Lecturer: doc. dr. Nebojša Marinković, and MA Nikica Stržak
Course status: Elective course
Credits: 6
Preconditions: Open to students who have no previous knowledge of Serbian language.
Course aims: – Students will gain beginners proficiency in spoken and written Serbian language. – They will develop basic listening, reading, writing, and speaking competences in Serbian. – Course will expose students to Latin and Cyrillic orthographies. – Students will be encouraged to use the language in everyday situations.
Course outcomes: This course should be of benefit to any student interested in learning Serbian language. By the end of the course, the students will: - establish and maintain social contacts in standard everyday situations; - know minimum language competence to 1. get acquainted with somebody 2. thank, reply to the greetings; express a desire; 3. inquire and inform about the hobbies, interests; 4. agree upon time and place of meeting; 5. find out and give address, phone number; 6. find out/give information about the locations; how to get there; whether it is far or close to go there; know how to use transport schedule, signs at the streets, stations, airport; 7. suggest/accept offers to have breakfast/ lunch/dinner/supper at the restaurant, café; refuse offers; read the menu; order food and drinks; find out/ give information about favourite dishes, one's choice; pay for the lunch/dinner. 8. describe everyday activities.
Course content: It is an introductory-level course in Serbian for students who have no knowledge of the language. The content of beginner course in Serbian language is structured to include development of the following: mastery of the alphabet, basic vocabulary as well as the forms and syntax essential for reading and oral comprehension. In assessing the beginning student's knowledge different types of tools are used. These include quizzes (both written and oral), homework, tests, class participation/response, in-class writing exercises. Close attention is given to assessing the students' knowledge of vocabulary, forms, and syntax in context. These tools include comprehension of questions, transformation exercises, substitution exercises. Classroom drills involve the entire class as well as students individually. Different forms of tests (written and oral) are designed to check students' progress in oral comprehension, reading and speaking. Course Outline: – Greetings and basic phrases



- Writing systems – Latin and Cyrillic alphabets
- Pronunciation, reading and transcription
- Useful everyday expressions
- The verb to be, personal pronouns
- Gender (introduction)
- Possessive pronouns
- Introducing yourself and family members
- The Present Tense – introduction
- The Present Tense
- Accusative case – introduction
- Food and drink
- The Present Tense
- Numbers
- Telling time
- Asking basic questions using question words (when, where, who, how much...)
- Locative case – introduction
- Days of the week, months of the year, seasons
- Making sentences using modal verbs: likes and dislikes, possibility, obligation (I like to.../I do not like to...; I have to...)
- Eating out (restaurants & cafés)
- Genitive case – introduction
- Shopping and paying
- Genitive case with prepositions
- Orientation in the city, directions
- The Past Tense – introduction
- Adverbials for time
- The Past Tense – negative form, word order
- Hobbies and free time
- Plans for future
- Expressing opinion
- General revision and preparation for the exams

Literature:

Maša Selimović-Momčilović i Ljubica Živanić. (2013). *Reč po reč: Srpski jezik – početni tečaj za strance*. Beograd: Institut za strane jezike.

Additional material will be provided by teacher in class.

Number of classes

Theory classes: 30 (15 x 2 lecture hours)

Workshops: /



Methods of teaching Group language classes, interactive communication.			
Grade (maximum 100) Total points: 100. By summing up the scores of all activities, a student receives a final grading: 51-60 points = 6; 61-70 points= 7; 71-80 points = 8; 81-90 points = 9; 91-100 points = 10.			
Pre-exam obligations	Points	Exam	Points
Activities during lectures	10	Written exam	70
Attendance at classes (up to 3 absences are tolerated)	5		
Homework	15		



Program: MA History - Society, State, Transition
Course title: Serbian as a Foreign Language 2
Lecturer: doc. dr Nebojša Marinković, and MA Nikica Stržak
Course status: Elective course
Credits: 6
Preconditions: Open to students who have basic knowledge of Serbian language.
Course aims: – To gain considerable proficiency in spoken Serbian; – To develop solid listening, comprehension, and communication skills; – To use the language effectively in everyday situations. The course aims at giving students further understanding of grammar, developing broader vocabulary and four language skills: listening, speaking, reading, and writing and providing them with the solid basis for further language learning.
Course outcomes: This course should be of benefit to any student interested in learning Serbian language. By the end of the course, the students will be able to: 1. describe everyday activities in more complex language; 2. present a person, a book, or a movie in details; 3. understand simple texts written in standard language; 4. express likes and dislikes, opinion on simple topics; 5. seek medical care and express their own medical condition.
Course content: This course in Serbian is for the students who have recently completed the beginners Serbian course. In this stage of language learning in assessing the elementary student's knowledge several tools are used. Tests include material that the student has not seen before (such as sight passages or sentences) to assess the student's ability to apply knowledge to new contexts. They also include previously studied and memorized forms and vocabulary in context. Classroom drills involve the entire class as well as students individually. Different forms of tests (written and oral) are designed to check students' progress in oral comprehension, reading and speaking. Course Outline: – Introducing the Serbian language course content – Informal evaluation and discussion about previous experiences in learning and using Serbian language – The Present Tense – revision – The Past Tense – revision – Reading comprehension of simple text in Cyrillic alphabet – Instrumental case – introduction – Travelling



- Plural forms of nouns and adjectives
- Nationalities
- Describing cities and countries
- Dative case – introduction
- Likes and dislikes
- Word order
- Writing a short text (postcard, e-mail, letter)
- Formal and informal addressing of recipient
- The Future Tense – introduction
- Plans for future life
- Adverbs for expressing time
- The Future tense – negative form, word order
- Holidays and free time
- Celebrations, season greetings and birthday/wedding greetings
- Logical subject (in Dative case and Accusative case)
- Body parts
- At the doctors
- Reflexive verbs
- Clitics (pronominal and verbal clitics) – word order
- Colours
- Clothes and fashion
- Seasons
- Weather
- Speaking and writing about favourite book or movie
- Summarising content and describing characters
- General revision and preparation for the exams

Literature:

Смилја Здравковић, Љубица Живанић, Бранимир Путник. (2012). Више од речи: Српски језик за странце – средњи течај. Београд: Институт за стране језике.

Additional material will be provided by teacher in class.

Number of classes	Theory classes: 30 (15 x 2 lecture hours)	Workshops: /
Methods of teaching		
Group language classes, interactive communication.		
Grade (maximum 100)		



Total points: 100. By summing up the scores of all activities, a student receives a final grading: 51-60 points = 6; 61-70 points = 7; 71-80 points = 8; 81-90 points = 9; 91-100 points = 10.

Pre-exam obligations	Points	Exam	Points
Activities during lectures	10	Written exam	70
Attendance at classes (up to 3 absences are tolerated)	5		
Homework	15		